World Geography 1

Indiana Academic Standards:

Social Studies

WG.5.2 Identify ways in which occurrences in the natural environment can be a hazard to humans

WG.5.4 Evaluate ways in which technology has expanded the capacity of humans to modify the physical environment and the Ability of humans to mitigate the effect of natural disasters

WG.5.5 Examine the characteristics of major global environmental changes

WG.5.6 Analyze examples of changes in the physical environment that have reduced the capacity of the environment to Support human activity

WG5.9 Develop possible solutions to scenarios of environmental change brought on by human activity

Language Arts:

2. *RDG COMPREHENSION:*

  Structural Features of Information and Technical Materials:
  - ❑ Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts maps, and organization, to find and find information and support understanding

  Comprehension and Analysis of Grade -Level-Appropriate Text:
  - ❑ Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas
  - ❑ Draw inferences, conclusions, and generalizations about text and support them with textual evidence and prior knowledge.

  Expository (Information) Critique:
  - ❑ Distinguish among facts, supported inferences and opinions in text.

4. *WRITING PROCESS*

  Organization and Focus:
  - ❑ Use graphic organizers to plan writing
  - ❑ Write informational pieces with multiple paragraphs that offer a concluding paragraph that summarizes important ideas and details

  Research and Technology:
  - ❑ Use note-taking skills
  - ❑ Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks
  - ❑ Use a thesaurus to identify alternative word choices

5. *WRITING APPLICATIONS:*

Different types of Writing
  - ❑ Write research reports about important ideas, issues, or events

Information Literacy Skills:

  - ❑ Standard 1: accesses information efficiently and effectively.
  - ❑ Standard 2: evaluates information critically and competently
  - ❑ Standard 3: uses information accurately and creatively.
  - ❑ Standard 4: pursues information related to personal interests.
  - ❑ Standard 5: appreciates literature and other creative expressions of information.
  - ❑ Standard 6: strives for excellence in information seeking and knowledge generation.
  - ❑ Standard 7: recognizes the importance of information to a democratic society.
  - ❑ Standard 8: practices ethical behavior in regard to information and information technology.
  - ❑ Standard 9: participates effectively in groups to pursue and generate information.
  - ❑ Standard 10: understands the nature and operation of technology systems.
  - ❑ Standard 11: uses a variety of technology tools to enhance learning, increase productivity, promote creativity, and communicate effectively.
  - ❑ Standard 12: uses technology tools to solve problems and make informed decisions.

Integrated Technologies:

Big Idea(s)/Concepts:
(Students will understand that…)

Students will understand the impact a natural disaster has on geography and society as a whole.

Guiding Questions:
(Questions that help us uncover the Big Idea/Concepts)

1. How does your natural disaster occur?

2. How much damage did your natural disaster cause?

3. What economic and social impacts occurred as a result?

4. What preventive measures were taken before the disaster?

5. How did your natural disaster alter the landscape?

Key Skills and Processes:

Students will know…	*Students will be able to…*
• How the disaster formed and the causes	• Explain the causes of the natural disaster
• The physical damage from the disaster	
	• Calculate the economic impact of the disaster
• The economic impact of the disaster	
• How it changed the geographical landscape	• List recommendations on how to prepare for future disasters
• How to prepare for future disaster of this type	• Relate stories from victims of the disaster
	• Describe the physical changes to the landscape caused by the disaster

Assessment:
(*How will students demonstrate their learning?*)

Performance Tasks: *(Explain, interpret, apply, gain perspectives, demonstrate empathy, extend self-knowledge)*	Other Evidence: *(Quizzes, tests, homework, etc.)*
• Compose a 3-4 page profile of the disaster • List the after effects of the disaster • Collect minimum of 5 pictures of disaster • Organize a scrapbook on the disaster • Interview or research survivors of disaster	• Scrapbook • Written report • Appropriate graphics/pictures • Accurate bibliography included

Learning Activities:
(Activities that lead students to The Big Idea(s) and prepare them for performance tasks)

Use print and non-print resources to research disaster
Collect pictures/graphics from print and non-print resources
Develop interview questions
Lesson on special print reference materials
Review bibliography format
Review information databases available in Media Center

Resources:
INSPIRE online databases
Online catalog
Reference collection available in school Media Center
Internet sources
Information databases available in Media Center
Interviews

Reflections:
Students: Information Literacy Reflection:
Which information sources were best suited to your project goal, and what search strategies did you use to gather your information? How did you determine chich sources and strategies to use?
Teacher/ Media Specialist:
(What worked, what didn't?)

Brochure Rubrics: World Geography 1

Student: _____   Teacher_____

Category	4	3	2	1
Writing-Organization	Each section in the brochure has a clear beginning, middle, and end.	Almost all the sections of the brochure have a clear beginning, middle, and end.	Most sections of the brochure have a clear beginning, middle, and end.	Less than half of the sections of the brochure have a clear beginning, middle, and end.
Content-Accuracy	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89 – 80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Attractiveness and Organization	The brochure has exceptionally attractive formatting and well-organized information	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Sources	Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 94 – 85% of the facts and the graphics in the brochure.	Careful and accurate records are kept to document the source of 84-75% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics.

Research Report Rubrics:
World Geography 1

Student: _____   Teacher_____

Category	Excellent	Good	Satisfactory	Needs Improvement
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.
Diagrams and Illustrations	Diagrams and illustrations are neat, accurate, and add to the reader's understanding of the topic.	Diagrams and illustrations are accurate and all to the reader's understanding of the topic.	Diagrams and illustrations are neat and accurate and sometimes add to the reader's understanding of the topic.	Diagrams and illustrations are not accurate OR do not add to the reader's understanding of the topic.
Sources	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format	Some sources are not accurately documented.